



THE BRITISH SCHOOL  
OF BEIJING, SANLITUN  
A NORD ANGLIA EDUCATION SCHOOL

# Tadpoles End of Year Expectations

[www.bsbsanlitun.com](http://www.bsbsanlitun.com)

# Be Ambitious

## Message from the Principal

The information you will find documented in this booklet forms the expectations of the Prime Areas of Learning. We have shared them with you so that you are fully aware of the skills your child is expected to have developed by the end of their school year.

The following bands will be used to judge how far your child has met each expectation throughout the year.

### Emerging

- Skills and concepts are just beginning to develop
- Significant scaffolding needed
- Working with support

### Expected

- Skills and concepts embedded
- Confident in skills and concepts

### Exceeding

- Goes beyond expectations and has advanced the understanding of their skills and concepts taught
- Applied skills and concepts confidently, coherently and independently in familiar and unfamiliar situations

Teachers will share your child's progress with you, throughout the year, at Parent Consultation meetings.

## LITERACY

### Reading

- I like to share stories with you and can find my favourite stories for you to read to me.
- I have favourite rhymes and songs and join in with the actions and songs.

### Writing

- Toddlers need to hear words and learn to use these.
- Toddlers need to explore what happens when they use their hands and/or feet.
- I know that when I move a chunky crayon or pen round, up and down and across, the marks I make on the paper look the same as the way I moved my hand.

## COMMUNICATION AND LANGUAGE

### Listening and Attention

- When you read me a story I like to join in with the sounds that different characters and things make.
- When you sing rhymes I join in with the actions and sounds that different characters and things make.
- When I play with my favourite toys I am enjoying myself so much I don't always hear you when you talk to me.

### Understanding

- I can tell you the names of toys or things that I want.
- If you tell me to find a toy or thing from a basket or box I can find the right things.
- I can understand what to do when you tell me do one thing, such as 'Throw the ball' or 'Put the baby the bed'.

### Speaking

- I use words that I have heard you say, such as 'Oh dear' or 'All gone'.
- I am starting to say two word phrases such as 'want ball' or 'more juice' to tell you what I want or need.
- I use lots of everyday words that are important to me, such as 'banana', 'go', 'sleep' or 'hot' to tell you things.
- I am beginning to ask you questions, like 'What's that?' and 'Why?'.
- Sometimes when I am playing with toys or sharing a story with you, I will talk to you about things that the toys and pictures remind me about.

## PHYSICAL DEVELOPMENT

### Moving and Handling

- I can walk upstairs when a grown up holds my hand.
- I come downstairs backwards on my knees, holding on to the steps and come down one step at a time.
- I know that when I move a chunky crayon or pen round, up and down and across, the marks I make on the paper look the same as the way I moved my hand.

### Health and Self Care

- I can tell you what I like and don't like to eat and drink.
- I like to try new things to eat.
- I can hold a lidded cup in both hands and not spill too much drink as I put the cup to my mouth.
- I can tell you when I need my nappy or pants changed.
- I can tell you when I need to sit on the potty or go to the toilet.
- I like to help you when you get me dressed and undressed by finding my clothes and trying to put them on. When you change me I can find my wipes and new nappy and give them to you.

## PSED - PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

### Making Relationships

- I like to play next to other children.
- I can go and play by myself or with other children but when I am feeling tired, worried or upset I will find a grown up that I know.
- I can play turn taking games, like rolling a ball back and forth, with a grown up.

### Self Confidence and Self Awareness

- I can go and play with new toys by myself but like to find a grown up that I know when I need them.
- I am beginning to use my toys to pretend they are something else, such as pretending my teddy is a baby.
- I try to do things for myself, such as putting my boots on, and will tell you 'no' if you try to help me.

### Managing Feelings and Behaviours

- I will look worried if I hear someone I know crying or happy and excited if I hear a grown up that I know.
- Sometimes I will get cross when I want to do things for myself and I can't do them.
- Sometimes, when you tell me what to do, rather than 'no' I am able to do it.
- I know which toys are mine, which toys are my friends and that sometimes I have to share toys with my friends.

## MATHS

### Numbers

- I know that when you hide a toy under a blanket I will find it under the blanket.
- I can sort out my toys and things so that all the same ones are together.
- When I am playing with my toys or singing songs I will say number names in a mixed up order.

### Shape, Space and Measure

- I try to put the shape pieces into a jigsaw board and sometimes match the right piece into the right hole.
- I can build towers and long lines across the floor with bricks.
- I know the order I need to use things to help me get ready at bedtime or to get dressed.
- I know that when I see you with your coat we are going outside or when I see my cup and bowl on the table it is time to have a drink and something to eat.